

2021 Annual Report

Kensington Public School



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Introduction

The Annual Report for 2021 is provided to the community of Kensington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

At Kensington, we aim to lay the foundations that prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings, and courage to undertake a positive, productive and rewarding place in the community when they leave our school for future education. This was no different during the COVID 19 Global Pandemic.

Little did we know that events across the world were going to again have such an impact on our lives throughout 2021.

We had to be flexible and adjust our teaching to support students after a disrupted 2020 and then become flexible so children could learn from home. The school developed a series of home learning packs, and these were released to families weekly to support a range and variety of learning from home.

Given the heavy demands placed on families who were required to work from home, while also supporting and supervising learning from home, we formulated a program to ensure that learning was as flexible as possible. Families didn't have to have children online from 9-3, they could work around their work commitments. We offered zoom sessions for classes groups and small groups, online assemblies, online PE and daily wellbeing as well as regular curriculum content. Our amazing staff put together resource packs and art packs for collection. Teachers had to turn spare bedrooms and cupboards into teaching spaces, and everybody had to make significant adjustments to ensure continuity of learning. We were unsure how long this situation was going to last, and the school was as creative and inventive as it could be, to ensure that students were active and engaged and that parents were able to feel supported.

Unfortunately, many of our extra curricula programs had to stop during 2021 as we had to strictly follow NSW Health and DoE Guidelines to do our best to keep our community safe. Instead of a musical offsite the K-2 students made a film called "Night School Night Vision" with the support of The Sydney Opera House and Centennial Park Lands highlighting animal habitats. All our adapted programs K-6 were coupled with a strong focus on sustainability, resilience and flexibility enabling our students to have extensive opportunities to develop collaborative thinking, critical analysis and deeper understanding while consolidating mainstream curriculum content.

2021 was a challenging year, however students were able to achieve success and feel valued due to the uncompromising dedication of the staff at Kensington and the supportive school community. Our staff and parents worked tirelessly to ensure that despite a year which was a series of constant upheavals and life evolving negotiations, they felt safe and saw themselves as learners whether it be at school or home.

I hope that you find this Annual School Report an informative document as we celebrate the successes of our school in what was certainly a different year for the whole world.

Ms L. Stone

Principal

Kensington Public School Council

2021 was again a year like none the Kensington Public School community has known. The School Council held online meetings and agenda items included the EALD DoE Guidelines, Well Being issues faced during COVID and the Kensington Public School Mobile Phone Policy.

The Council also discussed the value of the School Council and began to seek DoE Legal advice on KPS School Council Guidelines and sustainability of Council moving forward. Unfortunately, the World Pandemic and Zoom Meetings did have an impact on what could be achieved throughout the year.

Council continued to be a voice for the Community and reported to the P & C during the monthly meetings.

On behalf of the 2021 School Council, we wish the whole school community all the best and look forward to a school that returns to normal.

School Council Committee 2021

Kensington Public School Parents & Citizens (P & C)

The KPS P&C Executive team vowed to serve our community and help whenever and however we could. We vowed to work together for the benefit and well being of every person at KPS no matter their role.

From a structural and administrative point of view, there were some changes in the organisational framework of the KPS P&C. New subcommittees were set up to actively involve and empower parents' participation based on their interests to enable creating a sustainable leadership. Uniform shop, Events, Communication, and Grants were all subcommittees that were established.

The KPS P&C Executive team worked hard to be inclusive and welcoming of everyone. During such a challenging year KPS P&C voted to allocate \$97,000 as our contribution to the school. This was the result of creating a spirit of "Ubuntu" (I am what we are), spirit of community working together and serving each other. Our main fundraising target was the renewal and development of a the KPS Outdoor Learning area. We contributed \$15,000 to the new school playground equipment, \$38,673 for sunshades and Outdoor learning area through a Community Building Partnership grant, and \$38,000 for KPS Wellbeing Hub and Bush Tucker Garden through Randwick Council Community Connect), \$4,398.70 worth of outdoor toys and equipment for the school playground, as voted by the students.

KPS P&C Uniform Shop subcommittee led by hardworking Rachel, the room was fully renovated and made a profit of \$14,772.97. Pandemic restrictions had the most severe impact on P&C Event calendar. Unfortunately, we needed to cancel and or restructure planned events. Nevertheless, with the amazing flexibility of the Event Subcommittee led by passionate Sophie quite a few events were held. We achieved one of our main missions, which was to bring and keep the community together so no one felt alone.

Thanks to KPS P&C Communication subcommittee led by amazing Dee, the P&C created effective and efficient communication platforms.

The P & C Parents' Library with books in the field of education, neurology of learning, parent's role in education, (self)-help books for parents, mental health, collaboration with school/ teachers, and anti-bullying were all available to help parents and carers, and indirectly to set up a culture of reading and learning of all.

As President I attended a number of SRC meetings actively engaging all students to participate with increasing the students' voice and deepen SRC and P&C collaboration. The P&C Mufti Days, as well as how to spend the funds was decided by students. The SRC set up a Students Wish List and worked closely on main fundraising target. A "quiet place" within the KPS outdoor area was something the students had requested and \$33,000 for KPS Outdoor Wellbeing Hub was targetted. The P & C, School Captains and SRC held a Zoom during lockdown and celebrated Australian Teachers' Day with small wellbeing packs for our teachers.

Another new initiative was the introduction of Certificates of Appreciation for our supporters and volunteers. To create a culture of gratitude for the time people have been giving to our community. It was the way we wanted to celebrate International Volunteers Day by recognising each person from our community who has helped and/or supported P&C this year.

The KPS P&C became part of UNSW Cultural Residence Project with local Aboriginal community and will aim to write a Reconciliation Action Plan in 2022. Other P&C initiatives included working closely with NSW Teachers Federation on raising awareness of teachers position and its shortage and importance of being supportive and kind to them. Cooperation with other local P&Cs has been established especially with Randwick Girls and Randwick Boys High

School. We look forward to strengthening this in the future.

I would like to thank you all from the bottom of my heart for having trust in me to lead the parents and community at KPS and work with all of you for the betterment of our children. In the words of John Lennon, "The dream you dream alone is just a dream. The dream you dream together with others (might) become reality." I hope the KPS P&C continues to 'dream together' and achieves the kind of school environment that will allow children to blossom, find their "Element" and serve fellow humans.

Petra Salhberg

P & C President

School vision

At Kensington Public School, our vision is to empower every student with the knowledge and skills required to achieve their full potential across all aspects of academic, social, emotional and physical learning. Our teaching, learning and leadership practices are underpinned by our core values of Honor, Knowledge and Community, and foster a culture of high expectations where all students are inspired and challenged to be resilient, critical and creative life-long learners. Kensington Public School values and builds strong partnerships between teachers, students and parents within an inclusive, culturally-rich and nurturing learning environment to ensure the wellbeing of our school community is a priority and all students are known, valued and cared for.

School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. There are 454 students enrolled in our school and 70% are students from Language Backgrounds Other than English (LBOTE). The school enjoys an excellent reputation in the community, with a record of high academic success in both mainstream and cross- curriculum achievements.

We are a Positive Behaviour for Learning (PBL) school where students take ownership of their actions and are proud members of the school community. An extensive enrichment program operates in the fields of music, public speaking, debating and the performing arts. Effective integration of ICT into teaching and learning programs, with the use of laptops, tablet technology, 3D Printing, Digital Literacy and Lego Robotics opportunities allows our students to engage in collaboration and innovative design processes. Community Language Programs include Modern Greek and Chinese and play a pivotal role in developing understandings of Greek and Chinese language and culture.

Our student body is supported by an active and generous parent community in many diverse ways, including donations of time, resources, parent-initiated programs, support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment for every student.

Our situational analysis identified specific areas for improvement in student growth and attainment, wellbeing and engagement, and teaching and leading. NAPLAN analysis and internal data identified students would benefit from a continued focus in the areas of reading and numeracy. Our high expectations for student growth and achievement will be demonstrated through a responsive, relevant and challenging curriculum and evidence-based teaching strategies which ensure all students effectively develop their knowledge, understanding and skills.

Individual student performance will be closely monitored through whole school formative and summative assessment practices and comprehensive data analysis to identify learning progress, set personal learning goals and provide regular feedback to students and parents to ensure each student is reaching their full potential, and that targeted interventions are provided to ensure continued growth.

A focus on student wellbeing with an emphasis on student engagement will build a sense of belonging to our school. Students will be encouraged to contribute their own ideas, collaborate with peers and develop their creative thinking skills. Students will actively participate in decision-making at school through meaningful opportunities and leadership.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven and evidence based teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Use of Assessment
- Quality Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$8,694.58
English language proficiency: \$139,019.86
Low level adjustment for disability: \$100,019.11
New Arrivals Program: \$21,090.00
Literacy and numeracy: \$15,655.84
QTSS release: \$86,667.21
Literacy and numeracy intervention: \$47,089.56

Summary of progress

In 2021, our focus was on whole school processes for collecting, analysing and using data to improve understanding of where students are in their learning and using this information to inform practice and improve student growth and attainment. The school identified and implemented a range of assessments across Kindergarten to Year Six to monitor student achievement within and across grades including; PAT assessments in reading and numeracy, Phonics and Phonological Awareness diagnostic assessments, Reading and Numeracy Check In Assessments, NAPLAN and internal school based assessments. Staff were guided through the process of analysing student data to identify the point of need with student learning and applied this to demonstrate refinements in teaching and learning programs.

Professional learning continued to focus on explicit teaching practices to facilitate students' deep thinking and learning. Staff further developed their understanding of sequencing lessons to scaffold student learning and engaged in regular collaborative planning sessions to create teaching and learning programs that systematically built student understanding of skills and content knowledge. Programs included challenge briefs which linked student learning to authentic real world problems to increase student motivation and engagement in their learning. During the extended learning from home period, teachers applied their knowledge to design well-sequenced learning activities to explicitly teach literacy and numeracy. Stage Two and Three teachers engaged with professional learning to upskill their teaching methodologies in vocabulary development and explicit reading instruction to support students' reading progress.

Differentiated support in the form of Personalised Learning Plans, reading and numeracy intervention groups and team teaching with expert and specialist teachers ensured student learning needs were met, including during remote learning where Learning and Support and English as an Additional Language or Dialect specialist teachers delivered targeted programs to maintain continuity of learning during this time. In Year One, expert staff implemented the MiniLit program to provide explicit and effective early literacy intervention for targeted students.

The analysis of data and explicit teaching has seen improved outcomes in reading for all students as identified in our NAPLAN data with an increase of 9% of students achieving in the top two bands in Years 3 and 5.

Next year in this initiative we will :

- Implement data rich conversations to plan future teaching and learning into collaborative planning sessions, stage meetings and whole school professional learning
- Centralise data collection K-6 using the whole school platform (Sentral) to monitor student growth and achievement
- Implement the new K-2 English and Mathematics syllabuses
- Implement and resource a revised K-2 phonics scope and sequence in alignment with the new K-2 English syllabus
- Provide further professional learning and coaching for K-2 teachers in systematic and explicit teaching of phonics
- Embed and ensure a focus on vocabulary development within all areas of learning

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 69.9% of students in Years Three and Five achieve in the top two NAPLAN bands in Numeracy.	58% of students performed in the top two bands in 2021 NAPLAN numeracy assessment. This was decrease of 4% from 2019. 59% of Year 3 students achieved in the top two bands. This was a decrease of 7% from 2019. 56% of Year 5 students achieved in the top two bands. This was a decrease of 1% from 2019.
<ul style="list-style-type: none">• 77% of students achieve expected growth between Years Three to Five for Numeracy.	82% of students achieved expected growth between Years Three to Five in numeracy. This was within the target performance measure but was a slight decrease of 2% from 2019.
<ul style="list-style-type: none">• 70% of students in Years Three and Five achieve in the top two NAPLAN bands for Reading.	64% of students performed in the top two bands in 2021 NAPLAN reading assessment. This was an uplift of 9% from 2019. 73% of Year 3 students achieved in the top two bands, an uplift of 11% from 2019. 52% of Year 5 students achieved in the top two bands, an uplift of 6% from 2019. This indicates progress towards meeting the agreed target.
<ul style="list-style-type: none">• 77% of students achieve expected growth between Years Three to Five for Reading.	75% of student achieved expected growth between Years Three to Five in reading. This was an uplift of 11% from 2019 and indicates progress towards the target measure.
<ul style="list-style-type: none">• 74% of Kindergarten students achieve Level PhA5 in Phonological Awareness by the end of Year One.	80% of Kindergarten students were assessed to demonstrate phonological awareness skills at a Level PhA5 by the end of Year One.

Strategic Direction 2: Collaborative Culture

Purpose

Students are supported by evidence-based systems and practices to promote a positive learning environment, active student voice and overall sense of belonging at school. Teachers and parents/carers build strong connections through clear and transparent communication and a mutual respect of the home-school partnership.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Empowered Students
- Home-School Partnerships

Resources allocated to this strategic direction

Aboriginal background: \$3,629.09

School support allocation (principal support): \$24,916.80

Summary of progress

In 2021, the Strategic Direction Team reviewed existing wellbeing processes and analysed Tell Them From Me Student data to understand student voice within the classroom and whole school practices. To increase opportunities for student voice, students were consulted on a range of major initiatives across the school including the new school playground, K-2 playground play equipment and recess and lunch routines. In Stage Three, students and teachers collaborated to design learning activities based on student interests. Students continued to be recognised through our positive award system and celebrated virtually across the school during home learning. A three-way interview between, parent, teachers and students was held via Zoom to share student achievement and set learning goals.

The school researched and purchased Sentral to store and monitor student attendance, wellbeing and academic data. Staff participated in professional learning to understand how to collect and analyse wellbeing data to gain an understanding of patterns of student behaviour and strategies to promote positive engagement with school and learning.

During 2021, Kensington Public School participated in the UNSW Cultural Residence Program which enabled teachers and students to collaborate with an Aboriginal Elder to authentically embed Aboriginal perspectives across the curriculum. Auntie Maxine worked alongside classroom teachers to deliver teaching and learning activities that drew upon local knowledge and customs to enrich student understanding of and connect with local Aboriginal culture.

Overall, there was an uplift of 4% of students reporting expectations for success, advocacy and sense of belonging in the 2021 Tell Them from Me student survey indicating progress towards target measures despite disruptions due to COVID.

Next year in this initiative we will:

- Analyse and evaluate student data, alongside student voice to identify and create future targeted wellbeing opportunities for students K-6. There will be a particular focus on advocacy at school and increasing students' sense of belonging.
- Implement the Zones of Regulation as a school-wide approach to self-regulation and creating a shared language for students and staff
- Deliver professional learning to executive staff in building relational trust and emotional intelligence to develop a culture of student centred leadership
- Establish a collaborative partnership between the Student Wellbeing Team and the KPS Parent and Citizen Association to identify and implement student wellbeing initiatives
- Continue to plan and deliver parent workshops and information sessions to develop a shared understanding curriculum, policies and processes to support student learning and wellbeing
- Explore and implement opportunities for parents and community members to regularly volunteer their time and expertise at the school, specifically supporting student learning in learning environments

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the proportion of students reporting that they feel a positive sense of belonging as indicated in the Tell Them From Me student survey by 2%. 	<p>70% of students reported that they felt a positive sense of belonging as indicated in the 2021 Tell Them from Me student survey. This is a decrease of 4% from 2020.</p>
<ul style="list-style-type: none"> • A minimum score of 5.7 in parents indicating they are informed in the Tell Them From Me Parents Survey (Baseline 5.5). 	<p>The average score for parents indicating they were informed was 5.2 on a 10 point scale in the 2021 Tell Them From Me Parent Survey.</p>
<ul style="list-style-type: none"> • Increase the proportion of students attending greater than 90% of the time by 2%. 	<p>87.87% of students attended school in 2021 at least 90% of the time.</p>
<ul style="list-style-type: none"> • The proportion of students reporting expectations for success, advocacy and sense of belonging increases to 88%. 	<p>An average of 80% of students reported expectations for success, advocacy and sense of belonging in the 2021 Tell Them from Me student survey. This was an uplift of 4% from 2020 and indicates progress towards the target measure.</p>
<ul style="list-style-type: none"> • The proportion of parents participating in the Tell Them from Me Parent Survey increases by 5%. 	<p>6% of parents completed the Tell Them From Me Parent Survey in 2021. This is a decrease of 4% from 2020 Tell Them from Me Parent Survey participation.</p>
<ul style="list-style-type: none"> • The proportion of students reporting that they have positive teacher-student relations in the Tell Them From Me Student Survey increases by 2%. 	<p>75% of students report that they feel they have someone at school who consistently provides encouragement and can be turned to for advice in the 2021 Tell Them from Me student survey. This is a slight decrease of 1% from 2020.</p>

Strategic Direction 3: Student engagement

Purpose

Students are actively involved in the learning process. They are empowered to learn and achieve by taking ownership through meaningful activities that develop self-regulation and self-reflection, and equips them with the knowledge, skills and dispositions for lifelong learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Self-regulation and Reflection
- Creative and Design Thinking

Resources allocated to this strategic direction

Professional learning: \$30,260.24

Beginning teacher support: \$29,690.00

Integration funding support: \$47,091.00

Summary of progress

Our focus for 2021 was on embedding the use of metacognitive strategies into teaching and learning activities to support students to think deeply, critically and creatively about their learning across key learning areas. Focusing on High Impact Professional Learning, staff were guided through the process of planning and clearly sequencing teaching and learning activities based on current research of how students learn best, and utilising a range of creative and critical thinking tools to help students develop awareness of their own learning, and to drive and sustain their motivation to learn.

In Term 1, teachers participated in professional learning with educational consultant Lane Clark which built upon the previous years work. The focus was understanding cognitive load theory and using thinking tools in learning activities that support students to think deeply, critically and creatively about their learning. Teachers applied their understanding by embedding a range of scaffolds into teaching and learning programs to facilitate students' deep thinking including Strength/Weakness/So What ideas, See Think Wonder and Other People's Viewpoint. In Term 4, teachers participated in professional learning focussing on supporting learners to develop skills in self-reflection, self-evaluation, self-monitoring and setting personal goals.

The Sydney Opera House Creative Leadership in Learning professional learning program was postponed to 2022 due to COVID interruptions. However, Kensington Public School continued to work with artists to develop practices and programs to improve student engagement in their learning. During home learning, staff participated in online professional learning with the Sydney Opera House to develop strategies and activities to engage students during class zoom check in meetings to promote student wellbeing. This professional learning was aimed to encourage connection with their peers, teachers, school and learning. Stage One teachers and students worked collaboratively with the Sydney Opera House artist, Luke Escombe, on a creative project. This culminated in the creation of a digital music clip and student-produced film which was shared with the school community. Staff continued to use the creativity framework to design units of work in Stages One to Three which resulted in improved student engagement with their learning.

Overall, some progress has been made towards target measures despite COVID disruptions to programs this year. Teachers are empowering students with thinking skills that supports them to synthesis and apply skills and understandings.

Next year in this initiative we will:

- Implement learning journals K - 6 to facilitate student self reflection and monitoring of their learning
- Develop a K-6 Student Critical and Creative Thinking toolkit with related resources to embed thinking tools into teaching and learning programs
- Embed problem-based challenges into units of work linked to well structured teaching and learning cycles
- Establish a Creative Leadership committee to lead processes for planning and embedding the creativity framework across key learning areas and stages

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
39% of students report in the Student TTFM that they feel challenged in their English and maths classes and feel confident of their skills (Baseline 33%).	<p>The measure '<i>Students feel challenged in their English and Maths classes and feel confident in their skills</i>' was not reported on in the 2021 Tell Them From Me Student Survey. This measure will now be reported as '<i>Students with a positive growth orientation</i>'.</p> <p>74% of students reported they felt that they set challenging goals for themselves in their schoolwork and aim to do their best in the 2021 Tell Them from Me student survey.</p>
84% and above of Years 3-6 students report in the Student TTFM that they try hard to succeed in their learning (Baseline 83%).	<p>The measure '<i>Students try hard to succeed in their learning</i>' was not reported on in the 2021 TTFM Student Survey. This will now be reported as '<i>Student perseverance</i>' and is measured on a scale of low to high.</p> <p>53% of students reported a medium level and 39% reported a high level to pursue their goals to completion, even when faced with obstacles.</p>
79% and above of Years 3-6 students report in the Student TTFM that they feel teachers are responsive to their needs and encourage independence (Baseline school mean 7.6).	75% of students reported that they feel they have someone at school who consistently provides encouragement and can be turned to for advice in the 2021 Tell Them from Me student survey. This is a slight decrease of 1% from 2020.
70% or above of Years 3-6 students report in the Student TTFM that they feel teachers set clear goals and check for understanding (Baseline school mean 7.0).	69% of students reported teachers set clear goals for learning, establish expectations, check for understanding and provide feedback in the 2021 Tell Them from Me student survey. This is a slight decrease of 1% from 2020.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$21,090.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: 100% of the New Arrival Program students progressed from a beginning level of english to emerging as assessed using the ACARA EALD Learning progression .</p> <p>After evaluation, the next steps to support our students with this funding will be: The School continues to provide this target support to develop students English Proficiency.</p>
<p>Integration funding support</p> <p>\$47,091.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kensington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Self-regulation and Reflection <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs and social skill building • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: All PLPs are responsive to student need, all eligible students engage fully in school activities both online and face to face.</p> <p>After evaluation, the next steps to support our students with this funding will be: An SLSO will be employed to focus on building social skills with eligible students.</p>
<p>Socio-economic background</p> <p>\$8,694.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kensington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Use of Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources

<p>Socio-economic background</p> <p>\$8,694.58</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement small group work to support identified students with additional needs <p>The allocation of this funding has resulted in: A number of students gaining access to resources, supplies and programs that they would otherwise not have access too.</p> <p>After evaluation, the next steps to support our students with this funding will be: With more programs returning in 2022 we look forward to offering our students more opportunities in programs such as camps, excursions and extra curricula activities.</p>
<p>Aboriginal background</p> <p>\$3,629.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kensington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowered Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation of UNSW Community Engagement program with local Elders. • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: 100% of students, parents and teachers worked collaboratively with an Aboriginal consultant to create Personalised Learning Pathways. Teachers improved their knowledge of local Aboriginal culture and knowledge and embedded this within teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Enhance collaboration with the AECG to meet the needs of our students and ensure provision of a culturally rich program for all students.</p>
<p>English language proficiency</p> <p>\$139,019.86</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Use of Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: 255 students EAL/D students were supported through the allocation of two EAL/D specialist teachers who worked with EAL/D students and classroom teachers during intensive English lessons, in-classroom support, professional learning and team teaching opportunities. 81% of students English language proficiency progressed from Emerging to Developing or Consolidating as assessed using the ACARA EALD Learning</p>

<p>English language proficiency</p> <p>\$139,019.86</p>	<p>Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAL/D Specialist teachers will continue to provide English language support to EAL/D students through intensive English lessons, in-classroom support, professional learning and team teaching.</p>
<p>Low level adjustment for disability</p> <p>\$100,019.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Kensington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by supporting individualised learning plans in the classroom. <p>The allocation of this funding has resulted in: 100% of Students with a disability was given targeted support in both Numeracy and Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The targeted support will continue in 2022 with collaborative practice, School Learning Support Officer support and small group work for Numeracy and Literacy</p>
<p>Professional learning</p> <p>\$30,260.24</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Self-regulation and Reflection • Creative and Design Thinking <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through Sydeny Opera House Creative Leadership program (SOH) and Lane Clark Education (LC) to support student learning • release time to engage staff in targeted professional learning • consultation with external providers for the implementation of SOH and LC projects. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Staff reflecting on their class programs and creating grade units of work that align with the Professional Development of Lane Clark's work.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue into 2022 as a collaborative practice. Class programs will continue to be aligned to Lane Clark's work and further work towards engagement</p>
<p>Beginning teacher support</p>	<p>Beginning teacher support funding is provided to enhance the professional</p>

<p>\$29,690.00</p>	<p>growth of beginning teachers at Kensington Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Self-regulation and Reflection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release to beginning teacher to collaborate with mentor or supervisor. <p>Additional release to beginning teacher to observe other teachers or prepare lessons, evaluate assessments.</p> <p>This funding was used to support beginning teachers in their first year of teaching. Funding was used to release beginning teachers to attend complete online courses, meet with their supervisor to plan lessons, deliver lessons, observe lessons and debrief about observations. Time was given to beginning teachers to discuss, analyse data and reflect on next steps. Beginning teachers were guided to write formal student reports and prepare for parent teacher interviews.</p> <p>The allocation of this funding has resulted in:</p> <p>Additional release to beginning teacher to collaborate with mentor or supervisor allowed beginning teachers to be supported on their learning journey and guided into best practice.</p> <p>Additional release to beginning teacher to observe other teachers or prepare lessons, evaluate assessments allowed beginning teachers to observe best practice and implement skills and strategies to enhance their teaching skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue the close level of support to beginning teachers.</p>
<p>School support allocation (principal support)</p> <p>\$24,916.80</p>	<p>School support allocation funding is provided to support the principal at Kensington Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Home-School Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing an expert in WHS and Project Management to support the asset management, grounds maintenance and WHS regulations. <p>The allocation of this funding has resulted in:</p> <p>Ensuring that Kensington Public School meets the WHS requirements of the DoE and ensures there is a safe environment for all students and staff</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The role of the Business Manager will continue to evolve at Kensington Public School so they can continue the support the P & C, school staff and Principal in the workings of a DoE School.</p>
<p>Literacy and numeracy</p> <p>\$15,655.84</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kensington Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices

<p>Literacy and numeracy</p> <p>\$15,655.84</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The intensive approach has resulted in improved engagement in learning. Evidence of student growth can be seen in reading assessments, teacher observation, PAT, Check-in and NAPLAN Data.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using flexible funds to extend intensive small group reading intervention programs and the role of an expert in literacy will be expanded to further support staff in delivering differentiated literacy programs that meet the needs of identified students.</p>
<p>QTSS release</p> <p>\$86,667.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use data sources to inform teaching programs and drive student achievement. Teaching programs include differentiated learning opportunities for all students including High Potential and Gifted.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the Instructional leadership role, supporting staff in the delivery of evidence based teaching and learning programs - Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kensington Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: 100% of targeted students involved in the Minilit program progressed on</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>average of 7-11 reading levels</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the Minilit early literacy intervention program for teaching reading skills in K - 2 for identified students.</p>
<p>COVID ILSP</p> <p>\$32,449.94</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in: identified students achieved significant progress towards their literacy learning goals with 100% of students moving 1 band or more in the Reading Check In Assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	234	228	241	238
Girls	200	225	221	212

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	96	92.4	96.6
1	96.3	93.3	93.3	95.6
2	96.1	94.7	93.7	97
3	94.8	95.1	93.8	94.7
4	94.7	94	93.9	94.7
5	94.7	95.3	90.5	94.4
6	94.5	93.9	94.6	94.5
All Years	94.9	94.6	93.1	95.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.33
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.28
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

During 2021 the staff attended various online Professional Learning opportunities with Lane Clark (www.laneclark.ca) to continue the work on Information Processing and Cognitive Load Theory and were introduced to SWS' (Strengths,

Weakness and So What's) organisers and Challenge Briefs. These were valuable learning experiences and have enabled staff to develop teaching skills and best practice to cater for the needs and abilities and all types of learning across the full length of the learning continuum. The work with Lane Clark is to continue in 2022 looking at Immersion Centres before the introduction of Learning Centres in the classroom.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	838,086
Revenue	4,452,028
Appropriation	4,227,940
Sale of Goods and Services	10,718
Grants and contributions	212,281
Investment income	889
Other revenue	200
Expenses	-4,722,273
Employee related	-3,944,285
Operating expenses	-777,988
Surplus / deficit for the year	-270,245
Closing Balance	567,841

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

This year the financial expenditure looked a little different as impacted by COVID and delivery delays. A playground upgrade was completed with support of the DoE through the Metro Renewal Program. We also received support for this from the KPS OOSH and KPS P & C to include seating and a sunshade and recycled rubber frogs. A number of classrooms received furniture upgrades and both the Greek and Mandarin Rooms were completely refurbished along with P & C Uniform Shop.

IT resources across K-6 were also bolstered with class sets of laptops and or computers so the school now has a ratio of 1:2 across the classrooms.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	47,091
Equity Total	251,363
Equity - Aboriginal	3,629
Equity - Socio-economic	8,695
Equity - Language	139,020
Equity - Disability	100,019
Base Total	3,204,062
Base - Per Capita	113,891
Base - Location	0
Base - Other	3,090,171
Other Total	563,717
Grand Total	4,066,232

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students

143 students in Years 4-6 completed the survey between 14 March 2021 and 20 April 2021. Responses include percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Due to the impact of COVID-19, students completed one survey instead of two. Responses from students at Kensington Public School are compared to the NSW Government Norms. The key findings of student feedback revealed:

- 70% of students have a **positive sense of belonging** and feel accepted by their peers and by others at their school. This is less than the NSW Government Norm of 81%. This school result has decreased from 74% in 2020.
- 89% of students demonstrate **positive behaviour at school**. This is above the NSW Government Norm of 83%. This school results has remained the same from 2020.
- 7.5 was the school mean for **advocacy at school** where students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The NSW Government Norm was 7.5. The school result has increased from 7.3 in 2020.
- 6.9 was the school mean for **explicit teaching practices and feedback** where teachers set clear goals for learning, establish expectations check for understanding and provide feedback. The NSW Government Norm was 7.5. The school result has slightly decreased from 7.0 in 2020.

Teachers

24 teachers completed the 'Focus on Learning' self-evaluation tool focusing on the Eight Drivers of Student Learning and represented by a 10-point scale. Key findings included:

- 7.4 was the school mean for **Leadership** where teachers believed that school leaders had helped them establish challenging and visible learning goals for students, provided feedback teaching for improvement and create a safe school environment. The NSW Government Norm was 7.1. The school result has remained the same from 2020.
- 8.1 was the school mean for **Collaboration** where teachers work with other teachers to develop learning opportunities that increase student engagement school. The NSW Government Norm was 7.8 . The school result has increased from 7.7 in 2020.
- 7.4 was the school mean for **Learning Culture** where teachers set high expectations for student learning. The NSW Government Norm was 8.0. The school results has decreased from 7.7 in 2020.
- 7.3 was the school mean for **Data Informs Practice** where teachers use assessment to understand where students are at in their learning and direct and inform future practice. The NSW Government Norm was 7.8. The school result has slightly decreased from 7.4.

Parents

Feedback and the opinions of all members of the school community was sought throughout 2021 through P&C meetings, written feedback and surveys. 27 parents responded to the 'Partners in Learning' Parent Survey between 15 September 2021 to the 21 October 2021 . There was a decrease in the respondent numbers which is no surprise as families were dealing with the COVID Lockdown. Results are represented by a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Key findings included:

- 6.7 was the school mean for **Parents Feel Welcome** where parents feel welcome at school and they can speak with staff. The NSW Government Norm was 7.4. The school result is an increase from 6.4 in 2020.
- 5.2 was the school mean for **Parents Feel Informed** where parents feel well informed about their child's learning progress. The NSW Government Norm was 6.6. The school result is a decrease from 5.5 in 2020.
- 5.9 was the school mean for **School Supports Learning** where parents believe teachers have high expectations for their child to succeed. The NSW Government Norm was 7.3. The school result is a decrease from 6.2 in 2020.
- 6.0 was the school mean for **Inclusive School** where parents believe school staff take an active role in making sure all students are included in school activities. The NSW Government Norm was 6.7. The school result is a decrease from 6.3 in 2020.

A focus for 2022 is to ensure these satisfaction surveys results are analysed by all staff to identify strengths and opportunities to improve student learning and wellbeing, and build effective communication with parents to ensure they feel informed about their child's learning progress.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Eastern Suburbs Local Aboriginal Education Consultative Group (AECG).

The aim of the project is to improve teacher confidence and ability to meet the Aboriginal and Torres Strait Islander cross curriculum priority and AITSL standards 1.4 and 2.4. Due to COVID regulations, the program was adapted to Zoom presentations, Aunty Maxine attended Whole School Assemblies, Student Representative Council Meetings and class meetings. During these sessions, student and staff could discuss Aboriginal stories, perspectives and local history.

Aunty Maxine also supported Aboriginal students to write an Acknowledgment of Country and create a Humpback Whale totem artwork using local resources which now is proudly displayed in our main foyer. By establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities Aboriginal Education is promoted through authentic, quality teaching, and is engaging, culturally appropriate and relevant.

Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations. At Kensington Public School, Aboriginal Educational experiences and perspectives helped to support cultural knowledge across K-6 through collective class activities. Students who identify as Aboriginal worked on their Personalised Learning Pathways Plans.

For Sorry Day and NAIDOC week, students engaged in activities to celebrate and commemorate Aboriginal Education. Activities were designed to explore and share history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

At Kensington Public School, The ARCO, Anti-Racism Contact Officer has the responsibility for supporting the complaints handling process in relation to complaints of racism, as required by the Department's Anti-Racism Policy. Reports are recorded on the school-based system to record incidents that require ARCO support.

The following goals were set:

- During 2021, staff were presented with professional learning about the dimensions of racism and its impact on our students. The presentation also included steps that students and teachers can take if they encounter a racist incident.
- An ARCO Resource for all staff was created for staff to draw upon during PDH lessons.

- Staff will be reminded about the ARCO role during staff meetings and how to record incidents on the new Sentral system.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Kensington Public School is proud of its culturally diverse community. 71% of students have a Language Background Other than English (LBOTE) and forty-five different languages are spoken in our community's homes. Our school provides students with an inclusive education, embedding multicultural perspectives that focus on developing intercultural understanding and respect for other cultures within and across units of work. Cultural, religious and linguistic diversity is recognised and celebrated. Harmony Day celebration activities in March fostered inclusivity, an understanding of equity and a sense of belonging for everyone. Students explored concepts of multiculturalism and cultural cohesion through meaningful discussion and activities. Students also participated in The Multicultural Perspectives Public Speaking Competition via Zoom which encourages students to explore ideas of race and culture in Australia. During home learning, teacher designed online learning activities to celebrate our annual Multicultural Day. Students travelled virtually around the world to learning about different countries and their cultures.

Other School Programs (optional)

Environmental Program

Kensington Public School continued to undertake a range of initiatives to create a sustainable school environment and raise community awareness. In collaboration with the Bushland team at Randwick Council, each class in the school planted a native plant in our Bowral Street garden to help "clean the air" on Clean Up Australia Day. The student-led Environmental Committee organised a market stall to celebrate World Environment Day. Students potted mini succulents and used recycled fabrics to make scrunchies, tote bags, coin purses and beeswax wraps, which they sold to the community. 50% of their profits donated to World Wildlife Fund Australia.

We were successful in receiving Randwick City Council's Environmental Schools Grant, which allowed us to purchase mobile gardening beds. Students from Years Two to Six had the opportunity to work alongside qualified horticulturalists from Sydney Gardening Maintenance to learn how to propagate seeds, maintain and care for our school gardens.

Sydney Opera House Creative Leadership in Learning Program

Kensington Public School has continued the exciting partnership with the Sydney Opera House and the Creative Leadership in Learning Program. The intensive program includes immersive professional learning for teachers and collaborative art projects between students and Sydney Opera House artists. Due to COVID Interruptions, the professional learning was postponed to 2022. Despite the interruptions to the school year, Kensington Public School continued to work with artists to develop practices and programs to improve student engagement in their learning. During home learning, staff participated in online professional learning with the Sydney Opera House to develop strategies and activities to engage students during class zoom check in meetings. These activities were aimed at promoting student wellbeing and connection with their peers, teachers, school and learning. This year, Stage One teachers collaborated with the artist Luke Escombe on a project which culminated in the creation of a digital music clip and student-produced film which was shared with the school community. Each week, students participated in workshops to develop their creative thinking, group work and performance skills through drama games, idea generation activities and script development. All the students involved in this exciting opportunity have reported that the experience has had a significant impact on them, gaining confidence in performing and feeling a sense of pride in their achievement.

Professional Experience Hub

The DoE Professional Experience HUB Program continued its partnership with UNSW to support best practice in the mentoring of Teacher Education Students (TES). Despite the program being interrupted and halted at various times throughout the year, 25 TES completed their INSTEP immersion program or their Professional Experience placement successfully.